



**In case the academic workers strike lasts through Week 10 and Finals Week, we want to provide tips around planning your last week and final assessments in ways that best support students while not relying on TA labor.**

### 1. How can I adapt the final assessments to be easier to grade?

- a. To reduce grading time, you may want to design finals to be mainly [auto-graded in Bruin Learn](#).
- b. You can also [use scantrons and have these graded through CAT](#); [here is the online form that instructors can use to schedule a scoring appointment](#)

### 2. Can I grant an Incomplete due to the strike?

- a. Instructors may grant incompletes if:
  - i. The student's work is of passing quality, and
  - ii. The coursework will be incomplete for good cause, and
  - iii. The instructor is amenable to granting the incomplete.
- b. **Please note that Incompletes should not be granted in order to give instructors additional time to submit grades.** Since incompletes indicate that the student was not able to complete the work during the quarter, this would be an inaccurate and unfair grade if given due to other circumstances.
- c. Granting an incomplete is entirely at the discretion of the instructor. Instructors should ensure that their policies on whether or when to grant incompletes are consistent.
- d. Students should request an incomplete; if a student has missed a final exam but has not contacted the instructor, s/he should receive the grade earned otherwise, rather than an Incomplete. Students who do not qualify (i.e., are not currently passing the course and there is not a good reason) should not be given an incomplete, particularly if the instructor has not heard from the student to arrange this.

### 3. How can I provide feedback to students on not-yet-graded assignments that they've submitted?

- a. In case you don't have time to grade those assignments, consider [distributing fully worked-out solutions to assigned problems](#) that TAs were planning to grade but now won't be able to.
- b. Many students may simply look at your full solutions and believe they now understand the material; to turn this into a learning exercise, [consider a brief Reflection Exercise where students can compare their submitted answers to your solutions](#). For example ask them, "Comparing your answers to my solutions, what do you feel that you understand well? What do you still want to study and practice more?" **Consider using time during class for students to complete this Reflection Exercise.**
  - i. **Why set aside time?** Assigning this extra Reflection Exercise may cause students to feel that they are getting extra work due to the TA strike.
  - ii. **Why not make it optional?** If this Reflection Exercise is optional, many may just look at your full solutions and believe that they now understand the material.



#### **4. How can I adapt Week 10 to prepare students for the final assessment? How can I help reduce student anxiety about their grades?**

- a. When learning is disrupted, many students feel increased anxiety about being able to demonstrate learning on an exam, especially for topics covered in the last few weeks, so we encourage you to be flexible in adapting Week 10 to best prepare students for final assessments.
- b. Students are missing out on critical learning and feedback due to the lack of TAs, so you may want to devote time in Week 10 to review some of those critical concepts.
- c. To make time for this flexibility, reflect on the big ideas of your course and consider what you might remove from Week 10 material to make time to better solidify fundamental concepts that may have gotten missed or not fully understood.
- d. Consider providing auto-graded extra credit opportunities (e.g. *students upload something for completion credit, such as notes that they've synthesized and/or annotations on your slides*); in doing so, students can demonstrate learning in a lower-stakes way and have more of a grade buffer going into the final exam.
- e. Here are two ways to reduce anxiety around grades
  - i. Use a straight scale to decrease competition and so students always know where they stand; this is especially important under these circumstances, with limited TA support.
  - ii. Update all student grades, so that the students know where they're at going into finals.

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## **Help is available**

**Questions related to the strike:** [strikeinfo@ucla.edu](mailto:strikeinfo@ucla.edu)

Email us at [ceils@media.ucla.edu](mailto:ceils@media.ucla.edu) for a teaching consultation.

### **Bruin Learn Technical Support**

Email [bruinlearn-support@it.ucla.edu](mailto:bruinlearn-support@it.ucla.edu)

[Bruin Learn Resources](#)

### **Academic Unit Local Support**

[Bruin Learn Local Support Contacts](#)

### **Additional Pedagogical Support**

[The Center for Advancement of Teaching \(CAT\)](#)

[Online Teaching and Learning \(OTL\)](#)

### **Self Service Help**

Recently [Recorded Webinars](#)

[Bruin Learn Faculty Onboarding Modules](#)

**[Visit the CEILS website for more details and tips on the above questions](#)**